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ABSTRACT

This fifth grade teaching unit covers early conflicts between the American colonies and Britain, battles of the American Revolutionary War, and the Declaration of Independence. Knowledge goals address the pre-revolutionary acts enforced by the British, the concepts of conflict and independence, and the major events and significant people from the American Revolutionary period. Skill goals focus on library use and analysis of cause and effect relationships. Affective goals seek to have students develop a sense of respect for the American colonists, and an appreciation of their United States citizenship. Behavioral objectives are keyed to each of the unit goals and activities. Activities include: constructing a learning center on American independence; creating a colonial shopping center; writing letters of protest to King George III; making candles and determining the optimal composition of wax ingredients for length of burning; analyzing historical events for cause and effect relationships; analyzing poems and songs for point of view; studying the Declaration of Independence; creating a mural; and developing a class play. The unit evaluation is based on a point system and includes two tests, work samples, and class participation. A copy of one of the tests is included. An 18-item annotated bibliography is attached. (JDH)

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AMERICAN INDEPENDENCE

FIFTH GRADE

Submitted by Annette Crosby
4/29/86

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UNIT OUTLINE

AMERICAN INDEPENDENCE

I. Conflict with Britain leads to a desire for independence
   A. British antagonism towards the American colonies
      1. Stamp Act
      2. Townshend Acts
      3. Tea Tax
      4. Intolerabel Acts
   B. Colonial reaction to unfair laws
      1. Sons of Liberty
      2. Boston Massacre
      3. Boston Tea Party
      4. First Continental Congress

II. Birth of an independent nation
   A. American Revolutionary War
      1. Battles of Lexington and Concord
      2. Second Continental Congress
      3. Battle of Bunker Hill
      4. Battle of Saratoga
      5. Battle of Yorktown
   B. Colonists who fought for independence

III. Independence as defined by the colonists
   A. Declaration of Independence
      1. Purpose
      2. Three unalienable rights
         a. Life
         b. Liberty
         c. Pursuit of happiness
   B. Treaty of Paris 1783

IV. Independence for Americans today
   A. Human rights violations in other countries
      1. Soviet Union
      2. South Africa
      3. Afghanistan
      4. Haiti
   B. How Americans enjoy independence today

UNIT GOALS

-Knowledge Goals:

1. Students will learn about the concept of conflict.
2. Students will learn the major pre-revolutionary acts enforced by the British in the American colonies and colonial reaction to these acts.
3. Students will learn about the concept of independence.
4. Students will learn about the Declaration of Independence.
5. Students will learn about the major events of the American Revolutionary War.
6. Students will learn about significant people from the American Revolutionary Period.

-Skill Goals:

1. Students will analyze cause and effect relationships.
2. Students will use the Reader's Guide to Periodical Literature.

-Affective Goals:

1. Students will develop a sense of respect for the struggles and hardships faced by the American colonists.
2. Students will develop an appreciation for their American citizenship.

UNIT BEHAVORIAL OBJECTIVES

-Knowledge Objectives:

KG1	1.	Students will be able to list factors that can lead to conflict between two parties(i.e. change, one party denying another party's rights, the disruption of one party's lifestyle by another party).
KG1,2	2.	Students will be able to summarize the major laws imposed on the colonists by the British (i.e. Stamp Act, Townshend Acts, Tea Tax, and the Intolerable Acts) with 100% accuracy.
KG1,2	3.	Students will be able to recognize how the colonists reacted to unfair laws(i.e. Sons of Liberty, Boston Massacre, Boston Tea Party, and the First Continental Congress).
KG1,3	4.	Students will be able to define terms associated with the American Revolutionary Period (i.e tax, protests, unalienable rights, independence, etc.) by correctly defining 8 out of 10 terms.
KG3,4	5.	Students will be able to write an essay which correctly identifies three key components of American independence(i.e. life, liberty, and the pursuit of happiness).
KG4	6.	Students will be able to list the main ideas of each of the 4 sections of the Declaration of Independence.
KG3	7.	Students will be able to discuss abuses of the unalienable rights in other countries of the world(i.e. Soviet Union, South Africa, Haiti, and Afghanistan).
KG2,4 6	8.	Students will be able to construct questions which display an interest to learn about the American Revolutionary Period and can be asked of a guest speaker(i.e. Thomas Jefferson).
KG5	9.	Students will be able to summarize 4 major battles of the American Revolutionary War. (i.e. the Battles of Lexington/Concord, Bunker Hill, Saratoga, and Yorktown) with 100% accuracy.
KG6	10.	Students will be able to write a book report which tells of the deeds of an American colonist who helped the United States gain independence(i.e. Paul Revere, Nathan Hale, George Washington,etc.).

KG 2,4 5 11. Students will be able to sequence the major events of the American Revolutionary Period (i.e. pre-Revolutionary War acts, reactions to the acts, signing the Declaration of Independence, major events of the war) on a time line with 80% accuracy.

KG5 12. Students will be able to plot on a map prominent locations from the American Revolutionary War (i.e. the 13 colonies, Boston, Philadelphia, major battle sites) with 80% accuracy.

KG3,5 13. Students will be able to identify the major terms of the Treaty of Paris 1783(i.e. recognition of American independence, Americans receive all lands east of the Mississippi River).

-Skill Objectives:

SG1 1. Students will be able to analyze the cause and effect relationships between 4 English laws and the 4 ways American colonists reacted to them.

SG1 2. Students will be able to analyze the cause and effect relationships between 4 major battles of the American Revolutionary War and the 4 consequences of each battle.

SG2 3. Students will be able to research and select current event articles that will provide information for a report by using the Readers Guide to Periodical Literature.

-Affective Objectives:

AG1 1. Students will be able to develop through research and role playing a sense of respect for the hardships endured by the colonists as they sought to gain independence from England.

AG2 2. Students will be able to express an appreciation for their American citizenship through discussions and essay writing.

(*Reference Codes: KG#-Knowledge Goal, SG#-Skill Goal, AG#-Affective Goal).

INITIATING ACTIVITIES

AO1 1. Arrange for a speaker from the county Historical Society to address the class on the customs and artifacts of the American Revolutionary Period. Display artifacts from this period such as household items, weapons, clothing, newspapers, and pictures for the speaker to use during the talk. Allow students to examine the artifacts and ask questions about them. Point out how the people of this time period of 1763-1783 did not have the conveniences that we have today. For example, whereas we just go to the grocery store and buy butter, the colonists had to spend many hours making butter with a butter churn. Point out the weapons and modes of transportation the colonists had. Discuss how these items made fighting a war very different from the way we fight wars today.

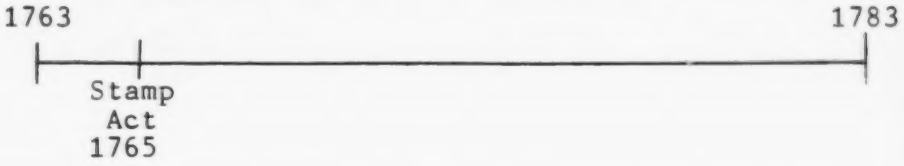
KO10,11 12 2. Create a learning center for the unit on American independence. Arrange for the higher level students to meet with the school liberian and with with her help obtain 25 biographical books on people from the American Revolutionary Period to place in the learning center. Other students can create the bulletin board for the learning center. Have them title the learning center "American Independnece" and place on the bulletin board appropriate pictures, a map of the 13 colonies, a time line for the period of 1763-1783 which will be filled in as the unit is studied, and words and phrases the relate to the American Revolution. Lower level students can decorate boxes in which information will be stored with pictures and emblem appropriate to the unit. They can also create puzzles by drawing pictures copied off of illustrations found in the text that is to used onto a styrofoam meat tray and cutting their drawings up to create puzzle pieces. After students complete their activities end by briefly discussing the people and events the students encountered during their activities.

KO1,2 AO1,2 3. Show the film "America, The Land of the Free," which explains in story form how Americans came to be the free people that we are today. Briefly discuss how unfair laws imposed on the colonists by England led the colonists to fight a war for indepencence. Tell the students that we are free people today because the colonists fought this war. Pass out unit folders which students will keep their unit work in. Allow students to decorate the fronts of their folders with words and pictures presented in the film.

DEVELOPMENTAL ACTIVITIES

KO11

1. On a sheet of paper have the students construct a time line that covers the period of 1763 to 1783 by using a black felt tip marker. This time line should be kept in the student's unit folder. As events of this period are discussed the student will be responsible for placing the events on their time lines in correct sequence and with the correct date. For example:



KO10
AO1

2. Taking from the books that are in the learning center devoted to this unit's study, have the students select a biographical story about a person who lived during the American Revolutionary Period. Handout guidelines for the book report the students will be writing about their books. Guidelines are:

   1. Report must be 1½-2 pages in length
   2. The report must contain the person's name, birth and death dates, and a summary of this person's contributions to American independence

   Reports will be orally presented to the class during the last two weeks of this unit's study. Students may dress up as their character and give a monologue as their report. All students will be required to write a riddle about the person they are reporting on and place the riddle that is written on a 3X5 card in the learning center for activity use by all students. Example of a riddle:

   > I headed up a group of men called the Green Mountain Boys. We fought off the British and captured Fort Ticonderoga in 1775. I was a prisoner of the British for two years. Who am I? (Ethan Allen)

KO1,2,3,
4

3. Read pages 220-227 in the text The United States, Its History and Neighbors, which introduces the acts the British imposed on the colonists and colonial reaction to these acts. As the students read about each act, point out how these acts forced the colonists to change their lives unwillingly. Discuss how when we are forced to change our lifestyles against our will, conflict arises between us and whoever is forcing us to change. Point out that change can cause conflicts.

Handout out vocabulary sheet that goes along with this reading. Words to be learned are:

boycott	massacre
protest	resistance
conflict	tyranny

KO1
AO1

4. Create an American colonial shopping center. In the shopping center have a tea store, paint store, glass store and a newspaper stand. At each store have a price list that gives the price of an item before and after a tax is imposed on it. For example:

	before tax	after tax
1 pound of tea	$1.59	$2.10

Give each student ten play dollars and let them go shopping. As they shop, have them record the price of the item before tax in one column on a sheet of paper and the price of the item after tax in another column. When they have spent their $10 have the students add up the numbers in the column of prices before taxes and subtract this amount from $10. The difference that they come up with will illustrate how the buying power of the colonists was greatly reduced by the taxes. Colonists had to pay the taxes instead of buying more products. Explain how conflict arose between the British and Americans as the colonists had to unwillingly change their lifestyles.

KO1
AO1

5. Have the students pretend that they are colonists and are going to write a letter of protest to King George III of England. Students should state which act they are protesting and why they think the act is unfair. Collect the letters and randomly redistribute them among the students. Have the students now pretend that they are British lawmakers and that they must answer the letter by explaining why the act is necessary. Summarize this activity by pointing out that each side in a conflict usually thinks that they are right and have arguments to back up their view.

KO3
AO1

6. Tell the students how the colonists tried to avoid paying English taxes by making their own goods instead of buying them. Higher level students can research and report on the processes and materials that the colonists used to make glass, paint, and paper. With the help of some room mothers, other students can make candles as the colonists did. Different materials can be used to make the candles (i.e. beeswax, paraffin, carnauba wax). Students can then experiment

to see which kind of candle last the longest by burning the candles and recording the length of time each candle burned. Students can record their findings on a bar chart and them determine which kind of wax produces the best candle.

KO3
AO1

7. Have students act out the skit "The Boston Tea Party" by Lindsey Barbee. This skit dramatizes the colonial response to the Tea Tax imposed on them by England. Students may use such props as Indian feathers and headdresses, beads, facepaint, boxes labeled as tea, and a picture of a colonial sailing vessel drawn on the board.

KO2,3
SO1

8. Discuss how often one event can cause another event to take place. These events are said to have a cause and effect relationship. Using an overhead projector, use an "add on" flow chart to show how unfair British taxes caused an effect in the American colonies. For example:

CAUSE		EFFECT
British enact the Stamp Act to raise money	→	Sons of Liberty attack British stamp tax collectors

Hand out the first cause and effect worksheet on which students must analyze the cause and effect events that happened prior to the American Revolutionary War. Worksheet should be graded, discussed, and kept in the student's unit folder as a review for a unit test.

KO2,3,4
11
SO1

9. Give unit test #1. This test is designed to evaluate the students' ablitities to:

1. Identify 4 major pre-revolutionary acts
2. Identify colonial reaction to the 4 acts
3. Analyze cause and effect relationships studied
4. Define terms studied
5. Sequence events that preceded the war

The test will consist of 5 true and false questions, five definitions, 6 multiple choice questions, and 4 cause and effect analyses.

KO1
AO1

10. Use songs, poems and ballads from the American Revolutionary Period to illustrate the conflict between England and the colonies and the colonists growing desire for independence. Obtain instuments such as recorders, drums, and triangles from the music room on which the students can

produce their own accompaniment to the songs. Hang a song chart that compares the American version of the song "Yankee Doodle" to the British version.

BRITISH	AMERICAN
Yankee Doodle came to town for to buy a firelock, We will tar and feather him and so will we John Hancock.	Father and I went to camp along with Captain Gooding, And there we saw the men and boys as thick as hasty pudding.

Discuss the meaning of the words from each version. The album "The American Revolution in Song and Ballad"contains more songs that can be taught to the students.

KO5,9 11. Show the film "The American Revolutionary War" which describes the colonists' desire for independence and also depicts the battles of the Revolutionary War. Construct a "concept web" by placing the word "independence" in the middle of a web chart. Allow students to give words or short phrases that relate to independence and place them on the chart. Through questioning and discussion have students come up with what they think the colonists thought independence was. After students have offered all their ideas save the chart for a comparison activity after they have studied the Declaration of Independence

KO6 12. Introduce the Declaration of Independence by showing the film "The Declaration of Independence." This film explains the purpose for this document and the background of its development. Show the students a copy of the Declaration of Independence. Discuss how this document was written as a climax to the conflict between the colonies and England. Note how it is dated July 4, 1776 and that the principle author was Thomas Jefferson. Point out that there a four parts to the Declaration of Independence.

Part I tells why this document is necessary
Part II Explains the rights important to the colonists
Part III lists how the King of England has denied the colonists their rights
Part IV is where the colonist declare the independnece from England

Handout the worksheet on which students must decide which of the 4 parts of the Declaration of Independence a sentence taken from the document would belong in.

Example:

"We declare these colonies to be free and independent states" would belong to Part IV.

KO5
SG3
AO2

13. Discuss the three unalienable rights that are stated in Part II of the Declaration of Independence; life, liberty, and the pursuit of of happiness. To help the students understand these three key elements of American independnece, divide the class into four groups, assign each group a country that they will do research on and discover how the citizens are denied life, liberty, and the pursuit of happiness. Four countries that could be used are the Soviet Union, Afghanistan, South Africa, and Haiti. Schedule a field trip to the county library and arrange for librarian to demonstrate how students can use the Reader's Guide to Periodical Literature to find current event articles for their reports. With the assistance of the teacher and librarian, groups should be given time to find three or four current event article that give information on how citizens in the group's assigned country are not allowed to practice the three unalienable rights listed in our Declaration of Independence. Information should be recoreded on index cards for later group presentation to the whole class.

KO5
AO2

14. Have the students write a short essay based on the presentations by the four groups on the violations of the unalienable rights in other countries and which expresses an appreciation that as American citizens they can confidently exercise these rights. The essay should follow these guidelines:

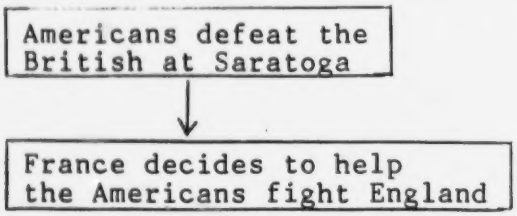
1. Must be 1-2 pages in length, use good grammar
2. Must name and give brief descriptions of the three unalienable rights
3. Must state how we as Americans exercise these rights without fear
4. Give two or more examples of how Americans exercise these rights

KO9,12
AO1

15. After establishing what independence meant to the colonists, read pp. 238 to 255 which describes the major battles and the course of the American Revolutionary War. Discuss the pictures which portray the hardships colonists endured in order to gain independence. Using the map in the learning center, point out the locations of the four major battles of the war (i.e. the Battles Lexington/Concord, Bunker Hill, Saratoga,and Yorktown) and the location of the 13 colonies. Discuss the course of the war and how at first it seemed the Americans would loose but that they never gave up their struggle for independence.

KO9
SG2

16. Review the nature of cause and effect relationships. On the overhead porjector use a "add on" flow chart to show the cause and effect relationships between the battles of the American Revolutionary War and the consequences. Example:



Hand out worksheets on which the students will analyze the cause and effect relationships of the battles of the Revolutionary and how the battles affected the course of the war. Worksheets should be graded, discussed and placed in the students' unit folders.

KO12

17. Hand out the map worksheet which shows an outline of the 13 American colonies. Using the maps in the learning center and in the text, have students plot the following locations:

1. Using a different colored pencil to color each colony, locate and label the 13 American colonies
2. With a black colored pencil, locate and label the cities of Boston and Philadelphia
3. Locate and label the following battle sites:

   Lexington/Concord
   Bunker Hill
   Saratoga
   Yorktown

After maps have been graded, they should be placed in the students' unit folders for later review work.

KO8
AO1

18. As students begin to understand the events and emotions of the American Revolutionary Period, they may have questions. Have someone who is knowledgeable about this period of American history dress up as Thomas Jefferson and come to the class as a guest speaker. Before the speaker arrives have students compose three or four questions that display an interest to learn about the people and events of this time in American history. Let the speaker see the questions before he addresses the class.

KO13

19. Using a handout that explains the terms of the Treaty of Paris 1783, tell the students how

this treaty officially ended the American Revolutionary War. Point out that in this treaty the English accepted that the Americans were now an independent people. Through discussion, have students tell what independnece meant for the colonists. Bring out the "concept web" on independence that the students created earlier and allow the students to add new words and phrases that express the concept of independence.

KO2,3,4 11 20. An activity that will help students review the material presented in this unit in preparation for a second unit test, create a mural that gives a picture story of the American Revolutionary period. Divide class into groups and assign each group an event that was studied. Using pictures in the learning center and text for ideas, have each group draw an illustration of their event. After each group has finished their drawing, have each group identify and summarize their event, then glue it to a large sheet of freezer paper that stretches across the learning center wall. When all students have presented their drawings, the mural should depict in picture form a correct sequence of the events studied in the unit on American independence. Students can compose a chorus that they can use to go through the sequence of events as a way of reviewing for the unit test.

CLOSING ACTIVITIES

KO2,3,9, 11
AO1,2

1. Using props, costumes, and songs that were developed during the study of this unit present a play composed by the students. The play should chronicle the conflict that developed between England and the American colonies, the war for independence, and how Americans today still cherish and practice the freedoms for which the colonists fought the war. Some students may dress up as the person which they did a book report about and act out this person role in the American Revolutionary War. Other students may act out events that led to the war and battles of the war. Other students may present songs and poems studied in this unit. Another group of students may act out how Americans practice the freedoms that our forefathers fought for today. The skit can be presented to the whole school or students may invite family members to their presentation. Video record the play so students may later enjoy watching their performances.

KO2,3,9

2. Play"American Independence Bingo"with the students. This activity will review the events and people studied in unit "American Independence." Have each student fold a piece of paper in half four times; this will create 16 squares on the paper when it is unfolded. Write the name of 25 people, events, and terms studied in this unit on the board. Have students randomly write one term in each square of his paper, thus creating a kind of Bingo card. Using riddles that the students composed with their book reports and information from the text, read students short summaries of the items listed on the board. As the summaries are read, students should cover the square if the summary is about the item listed in the square. The first student who covers correctly four squares either vertically, horizontally, or diagonally wins the game and a small prize. The game may be played several times

KO9,11,12 13
SO2

3. Give second unit test that will evaluate stuabilities in the following areas:
    1. Identifying 4 major battles of the American Revolutionary War
    2. Recognizing well-known people studied
    3. Defining terms studied
    4. Analyzing cause and effect relationships studied from the war
    5. Locating on a map important locations studied

6. Identifying major ideas of the Declaration of Independence and the Treaty of Paris 1783

The test will consist of eight matching questions, three definitions, four cause and effect analyses, and five map identifications.

(*Reference Codes for activities: KO#-Knowledge Objective, SO#-Skill Objective and AO#-Affective Objective)

EVALUATION

1. The following unit work will be graded and used as a tool for evaluating student's overall grade. Listed is the work, criteria for awarding points, and the points that the work is worth.

	WORK	CRITERIA FOR POINTS	POINT VALUE
KO2,3 4,11 SO1	Unit test #1	1 pt. for each correct answer	20
KO9,11, 12,13 SO2	Unit test #2	1 pt. for each correct answer	20
KO10	Book report	3 pts.-completed on time 5 pts.-contains required information 4pts.-uses correct grammar 3pts.-creativeness of oral presentnation	15
KO5	Essay	3pts.-completed on time 9pts.-contains required information 3pts.-uses good grammar	15
SO1 SO2	2 cause and effect worksheets (5 pts. each)	1pt.-completed on time 4pts.-all answers correct	10
KO12	Map worksheet	1pt.-completed on time 4pts.-correct plotting of locations	5
KO11	Time Line	1pt.-completed on time 2pts.-sequenced correctly 2pts.-dated correctly	5
KO6	Worksheet on Dec. of Independ.	1pt.-completed on time 4pts-correct matching	5
AO1,2	Class Particpation	Points awarded according to amt. of participation and enthusiasm	10
		TOTAL POINTS	100

2. Criteria for assigning a final grade:

90-100 pts. A+ A or A- 80-89 pts. B+ B or B-
70-79 pts. C+ C or C- 60-69 pts. D+ D or D-
Below 59 pts. F

UNIT TEST #2 NAME_____

Match the following by placing the correct letter in the blank.

____ He is called the author of the Declaration of Independence

____ The last battle of the American Revolutionary War

____ Another word for freedom

____ Colonists who sided with England during the war

____ He commanded the Continental Army

____ Dated July 4, 1776

____ The first battle of the American Revolutionary War

____ The agreement that ended the American Revolutionary War

A. Declaration of Independence
B. Yorktown
C. George Washington
D. Bunker Hill
E. Treaty of Paris 1783
F. Thomas Jefferson
G. Independence
H. Loyalists
I. Lexington/Concord
G. Conflict

Name and briefly define the 3 unalienable rights that are listed in the Declaration of Independence

1.

2.

3.

Cirle the correct letter that answers the following cause and effect questions.

1. | The British set up camp at Yorktown
Washington surrounds the British and traps them
The British surrender because they cannot win |

In the events described above, the effect of Washington trapping the British is:

a. The British set up camp at Yorktown
b. The British surrender
c. The British attack the Americans

2. An effect of the Americans defeating the British at Saratoga was:

   a. The British surrender
   b. Jefferson writes the Declaration of Independence
   c. France decides to help the Americans fight the British

3. Which battle caused the British to realize that the Americans were going to fight for independence?

   a. The Battle of Bunker Hill
   b. The Battle of Yorktown
   c. The Battle of Lexington/Concord

4. What was the effect of the American Revolutionary War?

   a. England taxed the colonists unfairly
   b. Our nation became an independent country
   c. The British remain in control of the colonies

Plot the following locations on the map below by placing their number on the correct area:

1.Boston 2.Atlantic Ocean

3.Virginia colony 4.Site of the Battle of Yorktown

5.Georgia colony

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Obtained through the Bartholomew County School System, this film chronicles the development of the United States as a free nation.

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A college level text describes the political and social development of the United States from English colonization to the Reconstruction Period of 1865-77.

[redacted] Barbee, Lindsey. "The Boston Tea Party," ed. by Sylvia E. Kamerman. Boston, Mass.:Play Inc., 1975.

S

A short play written for use by children. This play focuses on the events that led to the Boston Tea Party and a portrayal of how the Boston Tea Party took place.

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An annotated teacher's edition that gives goals, objectives, and activities for the teaching of American history from the arrival of the American Indians to the present time. Fifth Grade.

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An annotated teacher's edition textbook that covers American history from the ancient crossing of Indians into North America to the present time. Junior High.

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T

A report by the National Council for the Social Studies Task Force on scope and sequences for the teaching of social studies in schools. Presented are a definition of social studies and goals, skills and a sequence for the teaching of social studies in grades K-12.

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A collection of professional articles that deal with the teaching of Social Studies in the elememtary grades.

T King, David C. and Cathryn J. Long. Themes for Teaching U.S. History: Conflict and Change. New York: Global Perspectives in Education Inc., 1979.

This pamphlet presents units for the studying of American History. The units focus on the incorporation of themes and concepts along with the teaching of facts.

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Focusing on the "school-as-a-lab" approach, this book presents actual programs of learning the social studies based on the school as a laboratory in which students learn about real life experiences.

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This text screens new programs, instructional media and recent developments which pertain to social factors and identifies the elements most helpful to teachers. These elements have been brought together with critically selected ideas with proven educational value to help teachers create a viable program of instruction for the social studies.

T Schreiber, Dr. Joan, et al. America Past and Present: Teacher's Edition. Glenview, Ill.: Scott, Foreman and Company, 1983.

An annotated teacher's edition that gives goals, objectives, and activites for the teaching of American History from the settling of North America by the Indians to present day conditions in the United States. Fifth Grade.

T Schreiber, Dr. Joan, et al. America Past and Present: Teacher's Resource Center. Glenview, Ill.: Scott, Foreman and Company, 1983.

A collection of worksheets, activity sheets and unit tests that correspond with the teaching of American history from the text America Past and Present. Fifth Grade

■ Sintetos, Lorre, et al. The United States: Its History and
S Neighbors, Student's Edition. New York: Harcourt Brace Jovanovich, Publishers, 1985.

A student's textbook for the studying of American history from the settling of North America by the Indians to the present day. Fifth Grade

■ Sintetos, Lorre, et al. The United States: Its History and
T Neighbors, Teacher's Edition. New York: Harcourt Brace Jovanovich, Publishers, 1985.

An annotated teacher's edition that gives goal, activities, and objectives for the teaching of American History from the accompanying text. Fifth Grade.

■ Smith, James A. Creative Teaching of the Social Studies in the
T Elementary School. Boston, Mass.: Allyn and Bacon, Inc., 1979.

An indepth look at creative strategies and methods for the teaching of the social studies. Much focus is given to objectives that develop the creativity in each student.

■ "The American Revolutionary War," film, 1975.
S

Obtained through the Bartholomew County School System, this film explains why the colonists fought England and highlights major battles of the American Revolutionary War.

■ "The American Revolution in Song and Ballad." New York:
S Folkway Records.

A record album which contains songs and ballads from the American Revolutionary Period.

■ "The Declaration of Independence," film, 1975.
S

Obtained through the Bartholomew County School System, this film explains the purpose of the Declaration of Independence and the background of it development.

(* Reference codes: ■ T -Teacher Resource Material,
■ S -Student Resource Material)